

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Outside In-Voyagers-Skillbuilding

Cohort Total: 50

SPEP ID: 85-T01

Selected Timeframe: Jan. 8, 2014-Jan. 27, 2016

Date(s) of Interview(s): Jun. 3, 2015 & Sep. 11, 2015

Lead County & SPEP Team Representatives: Doug Braden, Allegheny Co. & Shawn Peck, EPISCenter

Person Preparing Report: Shawn Peck & Doug Braden

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (350 character limit)*

The Voyagers Program is an activity-intensive 24-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Voyagers Program utilizes a cognitive behavioral approach which challenges each student's thinking and behavior patterns in three specific adolescent developmental areas: pro social skills, moral reasoning and education. The Voyagers Program incorporates a group approach with experience-based learning. The group approach emphasizes pro-social skill building and the experience-based learning provides real-world engagement. Specific activities foster interaction and interdependence between group members while simultaneously developing problem solving ability and personal responsibility. The dynamics of trust, teamwork, stewardship, integrity, communication, service and respect are emphasized. The average length of stay is 4 to 6 months, but can vary from a month to a year or longer. Each student has the opportunity to participate in community service and venturing activities. The Voyagers Program consists of a highly structured and activity-intensive milieu that is developmentally appropriate and intrinsically motivating, challenging each student to evaluate his past behaviors and decisions and to begin imagining new ways of being. All students enter the program as Orienteer status where they adjust to the program and identify Individual Service Plan Goals. Next is Scout status, which can be achieved after a student has been in the program for a minimum of 5 weeks. Next is the Guide status, which can be achieved after a student has been in the program for a minimum of 10 weeks. In addition, a student must have completed their apology letters and have made significant progress on ISP goals This status makes students eligible for home passes if the student has been in the program for a minimum of 12 weeks. Next is the Guide + status, which can be achieved after a student has been in the program for a minimum of 14 weeks. This status makes students eligible for extra privileges, extra home passes, extra movie time, and off campus opportunities.

The service type was identified as a Group 4 service; Behavior Contracting; contingency management for several reasons. All youth at Outside In, participate in a Status/Level System for the entire time that they are in the program. The Status/Level System is clearly defined for youth when they enter the program and the steps required for advancement are frequently discussed. Youth understand that the advancement of status translates as successfully working through the program. Additional privileges are associated with each Status/Level as well as additional support for students that struggle to advance through the Status/Level System.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Behavior Management

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service type? Group Counseling

Was the supplemental service provided? Yes Total Points Possible for this Service Type: 30

Total Points Earned: 30 Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 20 Total Points Possible: 20

3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 0

Points received for Dosage or Number of Hours: 10

Total Points Earned: 10 Total Points Possible: 20

4. **Youth Risk Level:** The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

49/50 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points

10/50 youth in the cohort are High or Very High YLS Risk Level for a total of 5 points

Total Points Earned: 17 Total Points Possible: 25

Basic SPEP™ Score: 77 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 82% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP and Performance Improvement

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

Outside In's service of Skillbuilding scored a 82% Program Optimization Percentage. It is classified as a Group 4 service; Behavior Contracting; contingency management with a qualifying supplemental service of Group Counseling. The quality of the service was found to be at a High level. The risk levels of youth admitted to the program were 2% as low risk, 78% as moderate risk and 20% as high risk. The amount of service provided to the clients was 18% of the recommended targeted weeks of duration and 100% of the recommended target contact hours for this service type.

Outside In's service of Skillbuilding could improve its capacity for recidivism reduction through:

1. Regarding Quality of Service:

- a. Develop an agency policy that outlines how to prevent drift from delivering the service according to the protocol to include:
 - i. Specific action steps for the agency to take, an "if-then" approach, should drift occur
 - ii. A progressive supervision process and response plan
 - iii. Reference the use of data outcomes to improve service delivery
- b. Incorporation of staff feedback in order to improve the service delivery

2. Regarding Service Amount:

- a. Improve communication with JPO from referring counties to better match research recommendations for targeted amount of service

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment

Name of Program and Service: Outside In-Voyagers Program-Behavior Management System

Cohort Total: 17

SPEP ID: 85-T02

Timeframe of Selected Cohort: May 23, 2017-Mar.19, 2018

Date(s) of Interview(s): Jul.17, 2017 & Nov.6, 2017

Lead County & SPEP Team Representatives: Bill Shultz, Allegheny Co. & Shawn Peck, EPISCenter

Person Preparing Report: Kenneth Chiaverini, Allegheny Co. & Shawn Peck

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (500 word limit)*

Outside In is a nonprofit corporation based in Bolivar, Pennsylvania that provides services for youth and families. Outside In offers a continuum of care that includes both residential and nonresidential services with the goal to interrupt nonproductive behavior patterns and establish successful and positive development in referred youth. Upon entering Outside In, students are placed in one of two residential programs on the campus. The two programs offered at Outside In are Pathway to Recovery and Voyagers. The Voyagers Program is an activity-intensive 36-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Voyagers Program utilizes a cognitive behavioral approach which challenges each student's thinking and behavior patterns in three specific adolescent developmental areas: pro social skills, moral reasoning, and education. All students enter the program as Orienteer status where they adjust to the program and identify Individual Service Plan Goals. Next is Scout status, which can be achieved after a student has been in the program for a minimum of five weeks. This status requires an 80% behavioral average for a five-week timeframe. A student cannot have any poor marks "P" or failure grades "F" in school during the evaluation period. In addition, a student must have completed their impact statements and have made some progress on ISP goals. The students are required to turn in an application to achieve this status. Next is the Guide status, which can be achieved after a student has been in the program for a minimum of ten weeks. This status requires an 85% behavioral average for a five-week timeframe. A student cannot have any poor marks "P" or failure grades "F" in school during the evaluation period. In addition, a student must have completed their apology letters and have made significant progress on ISP goals. The students are also required to turn in an application to achieve this status. This status makes students eligible for home passes if the student has been in the program for a minimum of ten weeks. Next is the Guide + status, which can be achieved after a student has been in the program for a minimum of 14 weeks. This status requires a 90% behavioral average for a five-week timeframe. A student cannot have any poor marks "P" or failure grades "F" in school during the evaluation period. In addition, a student must be nearing completion of ISP goals and have successfully completed a minimum of one W.I.L.D. cycle. This status makes students eligible for extra privileges, such as special lunch, extra home passes, extra movie time, and off campus opportunities. Students are not required to turn in an application to achieve this status. Students are required, however, to complete a Transition Guide and Interview to achieve this status.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Behavior Management

Based on the meta-analysis, is there a qualifying supplemental service Yes

If so, what is the Service type? Remedial Academic Program

Was the supplemental service provided? No

Total Points Possible for this Service Type: 30

Total Points Earned: 25 Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 20 Total Points Possible: 20

3. Amount of Service: Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2

Points received for Dosage or Number of Hours: 10

Total Points Earned: 12 Total Points Possible: **20**

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

13 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 7 points

3 youth in the cohort are High or Very High YLS Risk Level for a total of 3 points

Total Points Earned: 10 Total Points Possible: **25**

Basic SPEP™ Score: 67 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 71% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP™ and Performance Improvement

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

Behavior Management System scored a 67 for the Basic Score and a 71% Program Optimization Percentage (POP). The Basic Score represents a decrease of 5 points and the POP represents a decrease of 5 percentage points from the initial SPEP™ assessment. It was classified as a Group 4 service; Behavioral Contracting; Contingency Management. The quality of service delivery was found to be at a high level. For amount of service, 24% of the youth received the recommended target weeks of duration and 100% of the youth received the recommended target contact hours for this service type. The risk levels of youth that received this service were 23% as low risk, 59% as moderate risk, 18% as high risk, and 0% as very high risk. This service could continue to improve its capacity for recidivism reduction through:

1. Regarding Quality of Service Delivery:

a. Written Protocol:

i. Include in written protocol the group process that exists in the W.I.L.D. – The Challenge Program where youth meet each day and discuss the ten categories, which is a process and planning group led by the students to include reflection of their daily performance that can be facilitated at the beginning or the end of the day.

b. Staff Supervision:

i. Include in staff supervision a signature line on the existing form for the supervisor of the service to verify that fidelity and quality of the treatment services are being documented.

c. Organizational Response to Drift:

i. Enhance existing drift policy to include a detailed step-by-step description of how the service is delivered.

ii. Enhance existing “if-then” approach to describe the action steps to be taken operationally should there be drift in service delivery. This could be implemented during the MDT Meeting and could highlight the duties of specific staff.

iii. Develop a documentation process to verify the application of the described steps.

iv. Reference the use of outcome data within the drift policy.

2. Regarding Amount of Service:

a. Improve communication with JPO from referring counties to better match research recommendations for the targeted amount of service.

b. Discuss aftercare options to help with transition after residential treatment:

i. Reconsider the “pre-release” option that increases frequency of home passes as youth approach discharge.

ii. Initiate a transition plan for each student.

3. Regarding Level of Risk:

a. Improve communication with JPO from referring counties to better match research recommendations for the Level of Risk.

b. Increase collaboration between juvenile probation and Outside In to consider:

i. Each youth’s responsibility factors during treatment.

ii. Appropriate length of stay for each youth.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 2

SPEP™ ID and Time: 0085-T03

Agency Name: Outside In
Program Name: Voyagers
Service Name: Behavior Management System
Cohort Total: 57
Timeframe of Selected Cohort: February 1, 2020 - August 31, 2021
Referral County(s): Allegheny (20); Beaver (2); Bucks (3); Clarion (1); Cumberland (2); Dauphin (3); Delaware (1); Erie (3); Lancaster (1); Lebanon (3); (Lebanon (3); Lehigh (2); Lycoming (2); Montgomery (3); Washington (4); Westmoreland (6); and York
Date(s) of Interview(s): Service Classification, 1/29/2021; Quality Interview, 4/22/2021
Lead County: Erie
Probation Representative(s): Alex Hromyak, Resource Manager, Erie County Juvenile Probation
EPIS Representative: Shannon O'Lone, SPEP™ Implementation Specialist

Description of Service:

Outside In is a nonprofit corporation based in Westmoreland County that provides services for youth and families. It is licensed by the Department of Health – Division of Drug & Alcohol Program (DDAP), the Pennsylvania Department of Human Services (DHS), and the Pennsylvania Department of Education – Division of Private Academic Schools (PDE). Outside In is also accredited by the Commission on Accreditation for Rehabilitation Facilities (CARF) and by the American Camp Association (ACA). The agency is a member of the Pennsylvania Council of Children, Youth & Family Services, the Pennsylvania Community Provider's Association, Pennsylvania Academic, Career and Technical Training (PACCT) and Occupational Vocational Rehabilitation (OVR). Outside In offers a continuum of care that includes both residential and community-based services with the goal to empower persons served to live "to the fullest"! Residential services at the Outside In campus include two programs - Pathway to Recovery & Voyagers.

The Voyagers Program is an activity-intensive 36-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Voyagers Program utilizes a cognitive behavioral approach which challenges each student's thinking and behavior patterns in three specific adolescent developmental areas: pro-social skills, moral reasoning and education. The Voyagers Program incorporates a group approach with experience-based learning. The group approach emphasizes pro-social skill building, and the experience-based learning provides real-world engagement. Specific activities foster interaction and interdependence between group members while simultaneously developing problem solving ability and personal responsibility. The dynamics of trust, teamwork, stewardship, integrity, communication, service and respect are emphasized. The average length of stay is 4 to 6 months, but can vary from a month to a year or longer. Each student has the opportunity to participate in community service and venturing activities. The Voyagers Program consists of a highly structured milieu that is developmentally appropriate and intrinsically motivating. The milieu challenges each student to evaluate his past behaviors & decisions and to begin imagining new ways of being.

Students are instructed in the areas of Aggression Replacement Training®, Competency Development, Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), and Independent Life Skills. Each student has the opportunity to participate in community service and venturing activities. Each student's progress is measured on a weekly basis along three performance tracks: behavior, academics, and completion of service plan goals.

To meet the ever-changing needs of youth, The Voyagers Program could be a potential stepdown for students that offers outpatient D&A services and/or a Wilderness Intensive Leadership Development cycle. Additionally, Voyagers offers a Transitional Living Program for students who have specific independent living needs, as well as a "Sanction" Program, which can be used at county juvenile probation department's discretion.

- The Transitional Living Program is designed for dependent/delinquent youth lacking permanency or whose family/home environment needs stabilized prior to discharge. Treatment services focus on transitional skills development.
- The Sanction Program is used as a short-term high impact, or pre-emptive measure (e.g., a step-up versus a step-down service). Youth may be referred for one weekend, several weekends, or a select number of consecutive days (typically between 7 & 14). Group counseling services, educational support, and experiential activities are the focal points of the students' experience within the Sanctions Program.

In the Voyagers Program, program movement is based on a Behavior Management System (i.e. Status/Level System). These statuses incorporate all aspects of the student's progress, including behaviors, attitude toward & readiness for change, treatment plan goals, family engagement, education and progress on their Individualized Service Plan (ISP). To be eligible for consideration for movement through each status, students must make progress on their ISP. An application must be submitted, and the student is assessed by the youth's counselor & Residential Manager (with the exception of the Guide + status).

All students enter the program as Orienteer status where they adjust to the program and identify Individual Service Plan (ISP) Goals. Next is Scout status, which can be achieved after a student has been in the program for a minimum of five weeks. This status requires an 80% behavioral average for a five-week timeframe. A student cannot have any poor marks ("P") or failure grades ("F") in school during the evaluation period. In addition, a student must have completed their impact statements and have made some progress on ISP goals. The students are required to turn in an application to achieve this status. Next is the Guide status, which can be achieved after a student has been in the program for a minimum of ten weeks. This status requires an 85% behavioral average for a five-week timeframe. A student cannot have any poor marks ("P") or failure grades ("F") in school during the evaluation period. In addition, a student must have completed their apology letters and have made significant progress on ISP goals. The students are also required to turn in an application to achieve this status. This status makes students eligible for home passes if the student has been in the program for a minimum of ten weeks. Next is the Guide + status, which can be achieved after a student has been in the program for a minimum of 14 weeks. This status requires a 90% behavioral average for a five-week timeframe. A student cannot have any poor marks ("P") or failure grades ("F") in school during the evaluation period. In addition, a student must be nearing completion of ISP goals and have successfully completed a minimum of one W.I.L.D. cycle. This status makes students eligible for extra privileges, such as special lunch, extra home passes, extra movie time, and off campus opportunities. Students are not required to turn in an application to achieve this status. Students are required, however, to complete a Transition Guide and Interview to achieve this status.

In addition, there is a Non-Status for students that receive poor marks ("P") in any category (adequate or below in Personal Moral Integrity, or PMI), which measures delinquent thinking and behavior. The length of the status loss depends on the infraction/category. The consequences and students' steps to return to their prior status are at the discretion of the Multi-Disciplinary Team. This is a clinically and physically demanding status that is designed to support students that are struggling behaviorally. Peers are often used to encourage other students while on this status and it is intended to be a therapeutic process.

It should be noted that the Behavior Management System service remained unchanged during the timeframe of this assessment with the following exceptions: home passes, off campus opportunities, and the W.I.L.D. component. These opportunities had to be suspended in 2020/2021 due to the COVID pandemic, either due to staffing capacity or to risk for infection of the residential population upon a youth's return to campus. As COVID restrictions ease, Outside In will resume eligibility of these components of this service at their discretion.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Behavioral Management

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service Type? Remedial Academic Program

Was the supplemental service provided? No **Total Points Possible for this Service Type:** 25

Total Points Received: 25 **Total Points Possible:** 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 20 **Total Points Possible:** 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2
Points received for Contact Hours or Number of Hours: 8

Total Points Received: 10 Total Points Possible: 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

49 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of youth 10 points
20 in the cohort are High or Very High YLS Risk Level for a total of 13 points

Total Points Received: 23 Total Points Possible: 25

Basic SPEP™ Score: 78 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 82% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

1. Regarding Amount of Service:

- a. Continue your collaboration with Juvenile Probation Departments/JPOs to ensure the appropriate length of stay for youth to complete the service (i.e., 24 weeks/72 contact hours).